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AUTHOR Behm, Robert J.
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ABSTRACT

Currently community colleges and universities are facing their greatest economic challenges and greatest opportunity for cooperation. The extent of community college involvement in cooperative ventures was reflected in a 1980 nationwide survey conducted by the American Association of Community and Junior Colleges which found 10,000 cooperative arrangements serving 1.5 million people in place in the 173 community colleges participating in the survey. The current literature reveals a number of specific models for cooperation including the following: (1) Northern Virginia Community College offers sections of a developmental mathematics course on the George Mason University campus; (2) the colleges of the Saint Lawrence Valley cooperate in curriculum development, faculty exchange, team teaching, and construction of instructional media; (3) Seattle Central Community College and the University of Washington are collaborating on a State Education Agency grant; and (4) California State University at Chico's Instructional Television Fixed Service System broadcasts courses to three northeastern California community colleges. Successful cooperative ventures usually begin and flourish through the efforts of one or two interested individuals in the participating institutions. In addition, they must always hold the potential for mutual benefit and have the philosophical support of the institutions' highest authorities. (LAL)

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COMMUNITY COLLEGE - UNIVERSITY COOPERATION
AND ITS BENEFITS

A paper presented at the California Association of Community
Colleges Annual Meeting, Sacramento, California, November 18, 1983.

Robert J. Behm, Ph.D.
Associate Dean for University Programs
San Diego State University

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COMMUNITY COLLEGE - UNIVERSITY COOPERATION
AND ITS BENEFITS

Cooperative agreements include informal and formal arrangements between community colleges, universities and/or industry to share information, faculty, facilities and other resources.

The educational rationale for these agreements is the shared goal of serving the higher education needs of the citizens.

The reasons for the renewed interest in this old idea have been expressed by local, regional and national education leaders. One California leader stated his reason rather succinctly when he said, "The time is right" for these cooperative ventures.

The reason the time is right is expressed rather well in editorials by Hitchens (Cooperate in Tight Times, Instructional Innovator, May 1980, 25:2 p.52.) and by Moss (A Bargain for Industry, a Boon for Colleges and Universities, The Chronicle of Higher Education, April 6, 1983, p.72). Hitchens indicates that in a tight fiscal environment institutions "must hang together or we will surely hang separately". In 1983, California's community colleges and universities face their greatest economic challenge and opportunity for cooperation. To seize this opportunity we need encouragement that what we want to do is possible. We also need models to guide our efforts to assure that these experiences are profitable.

LEVEL OF ACTIVITY - A NATIONAL PERSPECTIVE

The greatest encouragement I've found that cooperation works is that there are a great number of institutions involved with successful cooperative ventures. Gilder and Rocha (10,000 Cooperative Arrangements Serve 1.5 Million, Community and Junior College Journal, Nov. 1980, (51) 11-17.) report on a national survey conducted by the American Association of Community Junior Colleges. They indicate that the 173 community colleges participating in the survey identified 10,000 cooperative arrangements which served 1.5 million people. These cooperative ventures enabled the colleges to extend and broaden "learning opportunities and services by sharing resources". Table I shows the type and number of institutions cooperating with the community colleges in the survey.

TABLE I

Educational Institutions	277
County Government	259
Local/State Clubs & Organization	178
Community Groups	170
Federal Government	148
Municipality/Local Government	137
State/Regional Government	124
Private Enterprise	90
Unions	62
Occupational/Vocational	56

Gilder and Rocha noticed a pattern to the types of cooperative activities among the various groups. College-local club/organization agreements usually involve only the sharing of facilities. The colleges played a rather passive role in these arrangements by underwriting the costs and overhead of facilities as a part of their community service function. Agreements with the other groups (educational institutions, etc.) rarely included facilities and almost always included credit or non-credit courses. Almost all of the arrangements reported were long-term, continuing agreements.

SPECIFIC MODELS

The current literature lists a number of specific instances and models for cooperation.

NORTHERN VIRGINIA

George Mason University and Northern Virginia Community College have entered into an agreement which may be of interest to the community colleges and to San Diego State University and other California State Universities. The objective of this cooperative venture is to assist George Mason students who have math difficulties. Northern Virginia Community College offers sections of developmental math on George Mason's campus. This seemingly simple arrangement required the cooperation of students and the administrations and faculties of the two institutions. The arrangement provides for control of the courses by Northern Virginia Community College, continuous enrollment for George Mason students, synchronization of the community college quarter system with the University's semester system, interpretation of Northern Virginia's grading system with George Mason's system. (Reported in ED201365)

NORTHEAST - SAINT LAWRENCE VALLEY

The colleges of Saint Lawrence Valley have entered into agreements to cooperate in curriculum development, faculty exchanges, team teaching, construction of instructional media. The colleges received a Carnegie Foundation grant to assist their efforts. (Reported in ED201737).

WASHINGTON STATE

Seattle Central Community College Trident Branch collaborates with the University of Washington on a SEA Grant.

Another interesting Seattle area collaborative agreement is the Occupational Skills Center (high school program). The Skills Center is a cooperative venture of three public school districts. (For more information contact the Highline District #401, Burien, Washington.)

CALIFORNIA

Two of the many cooperative arrangements in California may serve as useful models for the rest of the states' higher education institutions.

California State University Chico-Northeastern Area Community College

CSU Chico has formal (and some informal) agreements with community colleges in the Northeastern area of the state. These agreements developed, in part, through CSU Chico's involvement with the Northeast California Higher Education Council (NEHEC). One of these agreements involves CSU Chico's Instructional Television Fixed Service System (ITFS). ITFS enables an institution to transmit a class from its main campus to one or more off-campus locations. CSU Chico uses its ITFS system to televise live with two way audio 60 classes to 15 sites. The three community colleges which receive these classes are College of the Siskiyous, Larsen College and Yuba College. The community colleges each constructed a building on Yuba's campus to house the ITFS equipment, classes, etc. Chico uses the library at the College of the Siskiyous for its ITFS class. CSU Chico is generating about 60 FTES on its ITFS network this Spring.

CSU Stanislaus - San Joaquin Delta College

CSU Stanislaus operates an approved off-campus center on the Delta College campus in Stockton. Stanislaus rents 10 offices and a number of classrooms from Delta College. This arrangement seems to work to the advantage of both institutions. Stanislaus is offering about 80 courses this Spring on Delta's campus. Most of these courses are taught in-person, but some are ITFS classes.

This cooperative agreement developed as a result of the efforts of Dean Ken Shrable of Stanislaus and the Chancellor of Delta College, Lauren D'Arrico. These efforts were facilitated by the Higher Education Council of Central California (HECCC). CSU Stanislaus, San Joaquin Community College District, and Yosemite Community College District participate in HECCC.

Each of these participants contribute financially to the efforts of HECCC. (For more information contact Ken Shrable at CSU Stanislaus)

SDSU - PALOMAR

San Diego State University and Palomar College officials have agreed to explore mutually beneficial cooperative ventures. For example, the two institutions have agreed to pursue the following:

1. Palomar College with the approval of its Board, prints the SDSU North County Center class schedule in its class schedule.
2. SDSU's North County Center provides the appropriate upper-division courses to enable Palomar College graduates to progress in an orderly fashion, toward their degree objectives.
3. The North County Center provides advising, all admissions and records functions, and supplies the "personal touch" that helps local community college students make the transition from their local institutions to the University.
4. The SDSU College of Education's Higher Education Program and the North County Center will explore ways of assisting Palomar College with its faculty/staff development program. In return, Palomar could provide university adjunct faculty on a payment in-kind basis. In other words, SDSU and Palomar can share faculty/staff who have appropriate skills. This program is particularly attractive when fiscal constraints preclude the hiring of adjunct personnel.
5. The two institutions are able to share classrooms, facilities, etc. For example, SDSU and Palomar are attempting to share their Instructional Television Fixed Service (ITFS) systems. SDSU could reach its North County Center with Palomar's system and Palomar could access several major cable companies with SDSU's system.

In any event, Palomar and SDSU find it in their mutual interests to cooperate rather than compete or ignore each other.

Some General Thoughts on How to Make Cooperative Arrangements Work

Successful cooperative ventures usually begin and are consummated through the efforts of one or two interested individuals in the respective institutions. The next general observation is that there is no free lunch. That is, cooperative arrangements must hold the potential for mutual benefit. (See Gilder and Rocha, p.17) However, very few individual cooperative agreements will enable the participants to benefit equally.

Successful arrangements (**eventually**) require the philosophical support of the institutions highest authorities. These ventures also require that the tough decisions be made at the **beginning** of the project. For example, who pays for **what**, who **receives** what benefits and **who** is responsible must be resolved early in the life of a cooperative agreement.

The literature and personal **experience** suggest that cooperative **efforts** seem to occur where there is a formal **structure** that **promotes** cooperation (e.g. HECCC).

What's the First Step?

Hitchens supports the contention that it's up to you and me. He says, "We cannot wait for **the next guy** to **take** some action. We need the **personal discipline** to **take** individual initiatives now".